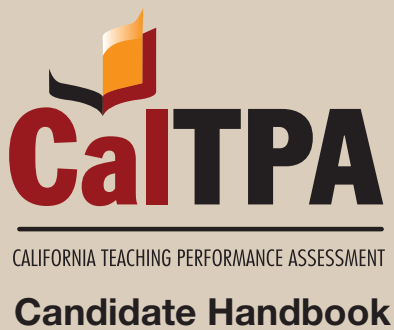


CHAPTER 3

The *Subject-Specific Pedagogy* Task





Chapter 3 of the CalTPA Candidate Handbook

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The *Subject-Specific Pedagogy* Task

Information for All Candidates

Purpose of the Task

In this task, you will demonstrate your knowledge of principles of content-specific and developmentally-appropriate pedagogy. The task has multiple versions in order to meet the needs of both multiple subject candidates and candidates for single subject credentials. You will review and complete the version of this task appropriate to the credential for which you are preparing.

Each *Subject-Specific Pedagogy* task version contains four case studies. The case studies address subject-specific and developmentally-appropriate pedagogy, assessment practices, adaptation of content for English learners, and adaptation of content for students with special needs. You will respond in writing to each of the four case studies and submit your response to your teacher preparation program.

The following general information applies to the subject-specific pedagogy task for all candidates, regardless of grade level or content area. Directions for completing the task as applicable to multiple subject candidates and to single subject candidates are provided separately following the general information.

A. Task Overview

You are given:

Four distinct case studies with accompanying questions to guide your responses on the topics listed below:

- Case Study 1 Subject-Specific and Developmentally-Appropriate Pedagogy
- Case Study 2 Assessment Practices
- Case Study 3 Adaptation of Subject-Specific Pedagogy for English learners
- Case Study 4 Adaptation of Subject-Specific Pedagogy for Students with Special Needs

You submit:

- A description and explanation of instructional strategies and student activities you would choose that address the subject-specific, content-based learning goals and developmental needs of the students.
- An analysis of an assessment plan presented and analyze how a suggested additional assessment might provide additional student assessment information.
- An adaptation of the subject-specific pedagogy for English learners, including identifying learning needs, strategies or activities, content accessibility, and assessment strategies.
- An adaptation of the subject-specific pedagogy for students with special needs, including identifying strategies or activities, content accessibility, and assessment strategies.

SUBJECT-SPECIFIC PEDAGOGY TASK

B. What is Being Measured

The following six *Teaching Performance Expectations* are measured in this task:

Making Subject Matter Comprehensible to Students

TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction

Assessing Student Learning

TPE 3 - Interpretation and Use of Assessments

Engaging and Supporting Students in Learning

TPE 4 - Making Content Accessible

TPE 6 - Developmentally Appropriate Teaching Practices

TPE 7 - Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students

TPE 9 - Instructional Planning

Relationship of the TPEs to the Subject-Specific Pedagogy Task

Candidate Competencies	TPE	Domain
Demonstrate an understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards and/or frameworks to all students.	TPE 1 Specific Pedagogical Skills for Subject Matter Instruction	A. Making Subject Matter Comprehensible to Students
Understand the purposes and relevant uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction. Demonstrating an understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors.	TPE 3 Interpretation and Use of Assessments	B. Assessing Student Learning

Candidate Competencies	TPE	Domain
Incorporate developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards and/or frameworks.	TPE 4 Making Content Accessible	C. Engaging and Supporting Students in Learning
Adapt instructional strategies to provide access to the state-adopted student academic content standards and/or frameworks for all students.	TPE 6 Developmentally Appropriate Teaching Practices	
Know and apply instructional practices for English Language Development.	TPE 7 Teaching English Learners	
<p>Plan instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted student academic content standards and/or frameworks .</p> <p>Select or adapt instructional strategies and student activities that assist students to achieve learning goals and meet all students' needs.</p>	TPE 9 Instructional Planning	D. Planning Instruction and Designing Learning Experiences for Students

Hint: Review the complete text of these seven Teaching Performance Expectations before you begin, again periodically as you prepare your response to this task, and as a final check before submitting your response.

SUBJECT-SPECIFIC PEDAGOGY TASK

C. Completing Your Task Response

Note: Before completing your response, you should read through all of these directions and all of the questions and prompts provided within the task. You should also review the guidelines provided in Chapter 2 concerning preparing your written responses.

Type your responses in the boxes provided. The boxes will expand as you type.

For **Case Study 1: “Subject-Specific and Developmentally-Appropriate Pedagogy,”** you will demonstrate your ability to understand the connection between information about a class and designing subject-specific, developmentally-appropriate instructional activities. In order for you to complete this part of your response, you will:

- Read the “Elements of a Learning Experience in a Unit,” “Class Description,” and “Developmental Needs of the Students,” all of which are provided.
- Describe one or more combinations of instructional strategies and student activities that address both the academic content goals and the developmental needs of the students in this case study.
- Explain why the instructional strategies and student activities that you have described are appropriate for the students, address the pedagogy relevant to the particular content area, address students’ developmental needs, and help students make progress toward achieving the state-adopted student academic content standards and/or frameworks.

For **Case Study 2: “Assessment Practices,”** you will demonstrate your ability to understand and use a variety of informal and formal assessments, as well as formative and summative assessments, to determine students’ progress and plan instruction. You will also demonstrate your ability to use multiple measures to assess student knowledge, skills, and behaviors. In order for you to complete this step of your response, you will:

- Read the “Elements of a Learning Experience in a Unit,” “Assessment Plan,” and “Additional Assessment,” all of which are provided.
- Analyze the given assessment plan, identifying the strengths and weaknesses of the plan in relation to the academic learning goals of the unit.
- Read the “Additional Assessment” provided.
- Describe how the additional assessment could improve the plan and enhance the student assessment information available to the teacher.

For **Case Study 3: “Adaptation of Subject-Specific Pedagogy for English Learners,”** you will demonstrate your knowledge of pedagogical theories, principles, and instructional practices for advancing English learner students’ English language development. You will also demonstrate your ability to analyze a given student’s specific learning needs and to plan differentiated instruction to meet those needs. In order for you to complete this step of your response, you will:

- Read the “Elements of a Learning Experience for 2 Days in a Unit,” “Outline of Plans for Days 3 and 4,” and the “Student Description,” including the “Written Response” and the “Transcript of Oral Response,” all of which are provided.
- Identify two specific learning needs the student has as an English learner.

- Identify a strategy or activity from the outline of plans that would be challenging for the student.
- Suggest an adaptation to the strategy or activity and explain how it would be effective in supporting the student's academic progress and English language development.
- Identify an assessment you would use to monitor the student's progress, and give a rationale for your choice.
- Describe the next steps in facilitating the student's English language development.

CELDT: Early Intermediate — Students performing at this level of English-language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

For **Case Study 4: “Adaptation of Subject-Specific Pedagogy for Students with Special Needs,”** you will demonstrate your ability to understand the connection between information about a student with identified special needs and adapting lessons for this student. In order for you to complete this step of your response, you will:

- Read the “Elements of a Learning Experience for 3 Days in a Unit,” the “Outline of Plans for Days 3, 4, and 5,” and the “Student Description,” all of which are provided.
- Identify those parts of the plan that would be challenging for the student, considering his/her learning disability and other learning needs.
- Describe adaptations to the plan to meet the needs of the student and explain why they would be effective for this student and this content.
- Identify an assessment you would use to monitor the student's progress, and give a rationale for your choice.

SUBJECT-SPECIFIC PEDAGOGY TASK

D. How Your Response Is Scored

Your response to this task will be judged on the extent to which it provides **clear, consistent, and convincing evidence** of your ability to connect student characteristics to instructional planning. There are four performance score levels, from a low of 1 to a high of 4. Your task response will be scored by a trained assessor and will be given a single overall performance level score. The criteria for each of the four score levels are provided below, first in summary version for quick reference, and then in the complete Subject-Specific Pedagogy Task Rubric.

Key Score Level Criteria: A Quick Reference

Score Level 4	Evidence is appropriate, relevant, accurate, and clear or detailed; purposefully connected and reinforced across the response
Score Level 3	Evidence is appropriate, relevant, or accurate; connected across the response
Score Level 2	Evidence is minimal, limited, cursory, inconsistent, and/or ambiguous; weakly connected across the response and may be inconsistent
Score Level 1	Evidence is inappropriate, irrelevant, inaccurate or missing; unconnected across the response

E. The Scoring Rubric

Score Level 4: The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given about these students. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 6, 7

The candidate uses and adapts strategies and activities for instruction, as evidenced by:

- incorporating relevant subject-specific and developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards or state-adopted framework(s)
- knowing and applying relevant and appropriate instructional practices for English Language Development
- adapting relevant and appropriate instructional strategies to provide access to the state-adopted student academic content standards or framework(s) for all students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate knows the state-adopted student academic content standards or state-adopted framework(s) as evidenced by:

- demonstrating relevant, detailed, and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards or state-adopted framework(s) for all students

ASSESSING STUDENT LEARNING

TPE 3

The candidate uses assessment to inform instruction and feedback strategies, as evidenced by:

- understanding clearly and accurately the purposes and relevant uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating an appropriate and relevant understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

SUBJECT-SPECIFIC PEDAGOGY TASK

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 9

The candidate uses student information to plan instruction, as evidenced by:

- planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted student academic content standards or state-adopted framework(s)
- selecting or adapting relevant and appropriate instructional strategies and student activities that assist students to achieve learning goals and meet all students' needs

Score Level 3: The response provides evidence that clearly demonstrates the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments; to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 6, 7

The candidate uses and adapts strategies and activities for instruction, as evidenced by:

- incorporating subject-specific and developmentally-appropriate instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards or state-adopted framework(s)
- knowing and applying appropriate instructional practices for English Language Development
- adapting appropriate instructional strategies to provide access to the state-adopted student academic content standards or state-adopted framework(s) for all students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate knows the state-adopted student content standards or state-adopted framework(s), as evidenced by:

- demonstrating accurate understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards or framework(s) to all students

ASSESSING STUDENT LEARNING

TPE 3

The candidate uses assessment to inform instruction and feedback strategies, as evidenced by:

- understanding accurately the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating a relevant understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**TPE 9**

The candidate uses student information to plan instruction, as evidenced by:

- planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted student academic content standards or framework(s)
- selecting or adapting appropriate instructional strategies and student activities that assist students to achieve learning goals and meet students' needs

Score Level 2: The response provides evidence that partially demonstrates the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments; to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs based on information given. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING**TPE 4, 6, 7**

The candidate minimally uses and adapts strategies and activities for instruction as, evidenced by:

- incorporating instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards or state-adopted framework(s) in an ambiguous or minimal manner
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development
- adapting instructional strategies to provide access to the state-adopted student academic content standards or framework(s) for students in an ambiguous or inconsistent manner

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**TPE 1**

The candidate has minimal knowledge of the state-adopted student academic content standards or state-adopted framework(s), as evidenced by:

- demonstrating cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards or state-adopted framework(s) to students

SUBJECT-SPECIFIC PEDAGOGY TASK

ASSESSING STUDENT LEARNING

TPE 3

The candidate minimally uses assessment to inform instruction and feedback strategies, as evidenced by:

- a minimal or vague understanding of the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating a cursory or limited understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 9

The candidate minimally uses student information to plan instruction, as evidenced by:

- planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted student academic content standards or framework(s) for students
- selecting or adapting instructional strategies and student activities that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs

Score Level 1: The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to understand the connection between information about a class and designing subject-specific and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for an English learner and for a student with special needs, based on information given. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4, 6, 7

The candidate insufficiently uses and adapts strategies and activities for instruction as evidenced by:

- incorporating developmentally inappropriate or no instructional strategies, student activities, procedures, and experiences that address state-adopted student academic content standards or state-adopted framework(s)
- knowing and applying inappropriate or no instructional practices for English Language Development
- adapting inappropriate or no instructional strategies to provide access to the state-adopted student academic content standards or framework(s) for students

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1

The candidate has insufficient knowledge of the state-adopted student academic content standards or state-adopted framework(s) as evidenced by:

- demonstrating inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted student academic content standards or state-adopted framework(s) to students

ASSESSING STUDENT LEARNING

TPE 3

The candidate insufficiently uses assessment to inform instruction and feedback strategies as evidenced by:

- understanding inaccurately or not at all the purposes and uses of different types of assessment, including entry level, progress-monitoring, and summative assessments to plan instruction
- demonstrating an irrelevant or no understanding of multiple measures that can be used to assess students' knowledge, skills, and behaviors

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 9

The candidate insufficiently uses student information to plan instruction as evidenced by:

- planning inappropriate or no instruction related to the content area and subject matter to be taught and/or not in accordance with state-adopted student academic content standards or framework(s) for students
- selecting or adapting inappropriate or no instructional strategies and student activities that assist students to achieve learning goals or meet students' needs

F. The Subject-Specific Pedagogy Task

Please consult Appendix B for the version of the task that corresponds to your credential objective.

APPENDIX B

Subject-Specific Pedagogy Tasks

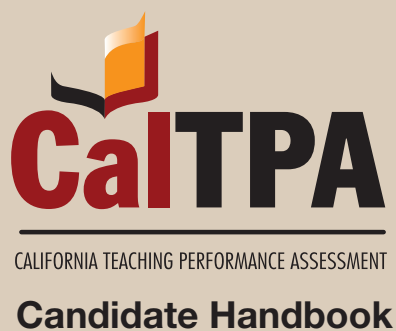
Multiple Subject

Single Subject English

Single Subject Mathematics

Single Subject Science

Single Subject Social Science





Appendix B of the CalTPA Candidate Handbook

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Subject-Specific Pedagogy Task — Multiple Subject —

Before beginning this task, read the complete directions provided in the CalTPA Candidate Handbook.

Case Study 1: Subject-Specific and Developmentally-Appropriate Pedagogy

A. Contextual Information for Case Study 1

1. Elements of a Learning Experience in a Unit

Grade:	2
Content Area:	Language Arts
Subject Matter:	Reading and Writing
Time Period for the Learning Experience:	Two 30-minute sessions in two consecutive days.

State-adopted Academic Content Standards for Students

Reading: Narrative Analysis of Grade-Level Appropriate Text

- 3.1 Compare and contrast plots, settings, and characters presented by different authors.

Writing: Applications

- 2.1 Write brief narratives based on their experiences
b. Describe the setting, characters, objects and events in detail

Learning Goals for the Learning Experience

Students will be able to do the following with a focus on literary response and analysis:

- Compare and contrast settings presented by different authors
- Describe the settings in detail in writing

Instructional Resources Available

Age-Appropriate children's literature and writing journals

2. Class Description

This is a self-contained, second grade class. It is mid-year of the academic year. Most students are 7 year-olds. The class has a combination of on-grade readers, developing readers, and reluctant readers. Almost all of the students enjoy school, are friendly to each other, and like to explore new content. Students prefer to have adults read to them to reading silently. They do like to make up their own stories, but their vocabulary is not fully developed, and they struggle with writing their thoughts on paper. Some students are frustrated with their penmanship because their fine motor skills are still somewhat limited. The school is located in the students' neighborhood, which contains a small playground and a small shopping area. For most students, there are movie theatres, a museum, a shopping mall, a public library, game arcades, and playing fields within a 30-minute car or bus ride, but not within walking distance.

SSP – MULTIPLE SUBJECT

3. Developmental Needs of the Students in Grades K-3

- 1. Experience a structured day
- 2. Develop age-appropriate literacy skills
- 3. Participate in hands-on experiences

B. Questions for Case Study 1

1. Given the contextual information for Case Study 1, think about a lesson you might use with these students that addresses the subject matter learning goals and the developmental needs of the students described. In the columns below describe:

- Instructional strategies
- Student activities
- Instructional resources

Note: Instructional strategies are what the teacher does during instruction and student activities are what the students do during the lesson.

Instructional Strategies	Student Activities

2. Based on your knowledge of the content and of student development, explain why the instructional strategies, student activities, and resources you listed in question 1:

2.a.	are appropriate for this class	
2.b.	address the developmental needs of these students	
2.c.	help those students make progress toward achieving the state-adopted academic content stands for students in this content area	

— END OF CASE STUDY 1 —

Case Study 2: Assessment Practices

A. Contextual Information for Case Study 2

1. Elements of a Learning Experience in a Unit

Grade:	3
Content Area:	Mathematics
Subject Matter:	Measurement and Geometry
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

Measurement and Geometry

- 1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects
- 1.2 Students estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them
- 2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems
 - 2.1 Identify, describe, and classify polygons
 - 2.2 Identify attributes of triangles
 - 2.3 Identify attributes of quadrilaterals

Learning Goals for Whole Unit

Students will be able to do the following:

- Identify, describe, and classify polygons (including pentagons, hexagons, and octagons)
- Identify attributes of triangles (e.g., isosceles – two congruent sides, equilateral – three congruent sides, right – a right angle)
- Identify attributes of quadrilaterals (e.g., parallelogram – two pairs of parallel sides, rectangle – all congruent angles, square – all sides and angles congruent)
- Calculate the area of rectangles, right triangles, and polygons that can be partitioned into rectangles and right triangles (side length will be integral)

2. Teacher Reflection on Student Assessment for this Unit

I am not satisfied with the assessment plan I used for the last unit of study. I gave the students a diagnostic test at the beginning of the unit, two quizzes during the unit, and a final test from the teacher's guide. I feel, though, that I need additional information on what students really know and understand, their misconceptions, what they learned during the instruction, and their progress toward achieving the learning goals. I am looking for ways to improve my assessment plan, so I can have a more complete understanding of how well these students learned the subject matter.

SSP – MULTIPLE SUBJECT

3. Assessment Plan

	Day 1	Day 6	Day 11	Day 15
Goals Assessed	Identify shapes, count edges and angles, and find the area of rectangles	Identify, describe, and classify polygons of 4,5, and 8 sides	Identify attributes of triangles and quadrilaterals	Identify, describe, and classify all polygons. Find area of rectangles, right triangles, and irregular shapes that can be partitioned into rectangles and right triangles.
Type	Formal, diagnostic test from curriculum guide; multiple choice; formative	Formal quiz from the textbook; multiple choice; formative	Formal quiz from the textbook; multiple choice; formative	Formal, final chapter/unit exam from textbook; multiple choice and fill in the blank; summative
Purpose	Assess previous knowledge and skills	Assess acquired concepts and skills	Assess acquired skills and concepts	Assess acquired knowledge and skills from instructional unit
Implementation	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key
Feedback Strategies	Tell students of scores and inform student of correct and incorrect items	Inform students of correct and incorrect items	Inform students of correct and incorrect items	Inform students of correct and incorrect items
Informing Instruction	To determine what needs to be reviewed and where to begin teaching	To determine who has learned the material presented	To determine who has learned the material presented	To determine the achievement level of each student towards the goals

B. Questions for Case Study 2

1. Identifying strengths and weaknesses

1.a.	Identify one strength in the assessment plan and explain why it is a strength in relation to the learning goals of this unit.	
1.b.	Identify one weakness in the assessment plan and explain why it is a weakness in relation to the learning goals of this unit.	

2. Suppose you found the following additional assessment in a supplementary resource. Think about how the additional assessment could improve the teacher's assessment plan.

— Additional Assessment —

Students are given boxes of plastic triangles, squares, rectangles, pentagons, hexagons, and octagons. The boxes contain similar as well as dissimilar examples of each type of polygon. Students are to group the polygons by similar attributes. Attributes include: number of sides, number of angles, parallel sides, perpendicular sides, and equilateral sides. In addition, students will group and describe figures with matching angles.

Explain to the teacher how the additional assessment might improve the assessment plan by answering the following questions:

2.a.	When in the plan would you use this assessment?	
2.b.	What goals would be assessed by this assessment?	
2.c.	What type of assessment would it be?	
2.d.	What would be the purpose of the assessment?	
2.e.	How would you implement the assessment?	
2.f.	What feedback strategies would you use?	
2.g.	How would the results of the assessment inform instruction?	

3. Explain how using the additional assessment as you described in question 2 improves the teacher's assessment plan and what specific information about what the students really know and understand about the content area, their misconceptions, and their progress toward achieving the learning goals would be gained.

— END OF CASE STUDY 2 —

Case Study 3: Adaptation of Subject-Specific Pedagogy for English Learners

A. Contextual Information for Case Study 3

1. Elements of a Learning Experience for 2 Days in a Unit

Grade:	4
Content Area:	Science
Subject Matter:	Life Sciences
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

Life Sciences

3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept,
- a) students know ecosystems can be characterized by their living and nonliving components
 - b) student know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all
 - c) students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter
 - d) students know that most microorganisms do not cause disease and that many are beneficial

Learning Goals for Whole Unit

Students will be able to do the following with a focus on survival:

- Perform investigations, including formulating predictions, testing predictions, and drawing conclusions
- Collect information by observing, measuring, and graphing
- Compare, contrast, and evaluate basic principles of survival

Relationship to Preceding and Subsequent Learning Experiences

Basic principles of survival will be covered in a manner similar to other scientific units. Science process skills are important investigation tools, and opportunities for developing them are provided throughout the unit. Some of the skills, such as observation and measurement, have been covered in other scientific units and will again be used in the next unit on rocks and minerals.

2. Outline of Plans for Days 1 and 2

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the two days.

Instructional Strategies

On Day 1, lead a discussion about the term "living organisms:" characteristics, examples, and habitats. Write student ideas on the board. Have students independently read a handout concerning a frog that has recently become extinct. Then present the following scenario: "Choose an animal and investigate its habitat and how it meets its needs. " Have students use library resources, encyclopedias, or the internet and write two or three paragraphs using newly acquired scientific terms to explain their answer to classmates.

On Day 2, allow students to complete written response. Have students practice with a partner orally summarizing their written work. Then have them individually share their oral summaries using newly acquired scientific terms with the whole class and receive feedback on the accuracy of their understanding of animal habitats.

Student Activities

- Participate in discussion about "living organisms." Read the handout about an extinct frog. Listen to and carefully consider the scenario. Use library resources, encyclopedias, or the Internet to research answers and write two or three paragraphs using newly acquired scientific terms and applying them to the scenario.
- Complete the written response. Practice with a partner to orally summarize their written work. Present oral summary, using newly acquired scientific terms, to whole class. Provide feedback to other students on the accuracy of their understanding of animal habitats.

Progress Monitoring

- Teacher will use class discussions, oral presentations, journal writing, quizzes on scientific terms, and portfolios to determine the level of learning.
- Students will receive written and oral feedback from the teacher and oral feedback from peers.

3. Student Description

Elena is a 9 year-old 4th grader and an English learner. She is from Mexico and both of her parents are professionals. Her extended family includes aunts, uncles, and cousins. Her grandparents live in Mexico and she and her family visit them in the summer. She has been in the United States for one and a half years. She is literate in Spanish and often reads Spanish books and magazines. Her report cards from her school in Mexico indicate above average grades. Elena is somewhat shy socially but is well liked and works well in small groups. She is seldom absent from school. The CELDT results indicate overall score in the Early Intermediate range, and she has been identified as an English learner.

Written Response to: "What is your favorite family day?"

A Special Family Celebration

My grandparent have special celebration. They have marry 45 year. My mother and father and me make long trip to Mexico to celebrate. We carry especial gift it is a picture of all family. My tio, tia and primos going to. We like

SSP – MULTIPLE SUBJECT

visit grandparent and especial celebration. All family cook especial food of Mexico for celebration. I remember in Mexico we all time together. I miss my abuelita and abuelito. That is the name we say for grandparent in my country. The celebration is fun we see friends and play. My grandparent very happy. I want to stay in Mexico. Soon we say adios.

Transcript of Oral Response to: “Tell me about your dance class.”

I like my dance class at community center. I need class for forget my problems. Is like help. I forgot my problems. When I dance, I like my dress because everybody look me and say, “Oh, that look pretty.” Everybody take may picture. I was in newspaper. When I dancing, I feel very good. I like that because I represent my country.

B. Questions for Case Study 3

1.	Identify two specific learning needs the student has as an English learner, based on the student description and the responses.	
2. a.	Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.	
2. b.	Explain why the strategy or activity you chose could be challenging to the student. Use your knowledge of English learners and your analysis of the student’s learning needs in your explanation.	
3. a.	Describe how you would adapt the strategy or activity you identified above to meet the learning needs of the student. Consider specific subject matter pedagogy when writing your description.	
3.b.	Explain how your adaptation would be effective for the student in making progress toward the learning goals of the lesson. (In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)	

3.c.	Explain how your adaptation would be effective for the student in making progress toward English language development. (In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)	
4.a.	Which progress monitoring assessment based on the lesson plan would you choose to monitor this student's progress toward achieving the learning goal(s)?	
4.b.	Give a rationale for your choice of progress monitoring assessment. Use your knowledge of content in this unit, and this student's English language abilities in your rationale.	

—END OF CASE STUDY 3 —

Case Study 4: Adaptation of Subject-Specific Pedagogy for Students with Special Needs

A. Contextual Information for Case Study 4

1. Elements of a Learning Experience for 3 Days in a Unit

Grade:	4
Content Area:	Social Studies
Subject Matter:	California History
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

Students demonstrate an understanding of the physical and human geographic features that define places and regions in California

- 4.3 Student explain the economic, social and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

Learning Goals for Whole Unit

Students will be able to do the following:

- Describe the Gold Rush and place it in the state’s historical timeline
- Identify how the region’s physical environment affected human activity
- Use maps and charts to identify and describe the Gold Rush region
- Describe how the Gold Rush changed and influenced life in California
- Describe life of people participating in the Gold Rush

Relationship to Preceding and Subsequent Learning Experiences

The Gold Rush will be covered in a manner similar to other historical events. Events are being studied in chronological order. Some of the skills, such as map reading, have been covered with other historical events.

2. Outline of Plans for Days 3, 4, and 5

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the three days.

Instructional Strategies

On Day 2, present to whole class what it was like at beginning of the Gold Rush by reading excerpts from biographies and lead a whole-class discussion. Read textbook passages (vary

between silent and oral reading). Lead discussion about the concepts in the passages. Have students respond in writing to the questions in the book for homework.

On Day 3, review homework from Day 2. Do a mock interview with a prospector from the biographies as example for students. Students work in small groups to create their own interviews with other people in the biographies. They present to class and receive feedback from classmates.

On Day 4, have students read in their textbook a letter written by a resident of California describing the Gold Rush and how it changes his or her life. Have students discuss the letter with a partner. Have individual students select a role from the list of societal roles during the Gold Rush and write their own letters. Have students “send” letter to a classmate for review.

Student Activities

- Listen to excerpts from biographies and participate in discussions. Read textbook and participate in class discussion about concepts. Complete written responses to questions in textbook for homework.
- Listen to mock interview and participate in class discussion. Work with group members to select a character from the biographies previously covered. The group members create and write the script for an interview with the character. Perform interview for whole class. Provide feedback to other groups.
- Read silently the letter in their textbook. Discuss with partner. Select a role from the list and write a letter describing how life has changed for them. Exchange letter with a classmate. Read and analyze the classmate’s letter for historical understanding and accuracy.

Progress Monitoring

- To monitor student progress, the teacher will use class discussions, written responses to questions, group role-playing or interviews, and a letter describing how life has changed for them.
- Students will receive written and oral feedback, peer review and feedback on group work as well as individual conferencing with the teacher when needed.

3. Student Description

Alex is a 9-year-old boy in the 4th grade. He had difficulty with the development of his early literacy skills, including the acquisition of sound/symbol relationships and word identification, demonstrated in both his reading and writing. In the second grade, Alex was identified as a student with specific learning disabilities. Since then, Alex has received special education support primarily in a resource room for language arts, while he is included in the general education curriculum. He is able to independently read text at a first grade level and continues to struggle with decoding words. Alex also has asthma for which he takes daily medication and occasionally needs to use an inhaler. He is a self-isolating person who does not readily join into whole-class conversations or contribute to group learning situations. His tendency is to sit alone at lunch and to be by himself on the playground. There is no in-class support for this student.

SSP – MULTIPLE SUBJECT

B. Questions for Case Study 4

1.a.	Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the description of the student's learning disability.	
1.b.	Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.	
1.c.	Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
1.d.	Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.	
2.a.	Identify one additional instructional strategy or student activity from the lesson plan that could be challenging for the student, considering the student's other learning needs.	
2.b.	Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.	
2.c.	Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
2.d.	Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.	
3.a.	What progress monitoring assessment would you choose to obtain evidence of the student's progress toward one or more learning goal(s)?	
3.b.	Give a rationale for your choice of assessment. Use your knowledge of academic content in this unit, and this student's learning needs in your rationale.	

— END OF CASE STUDY 4 —

Subject-Specific Pedagogy Task

— Single Subject English —

APPENDIX B

Before beginning this task, read the complete directions provided in the CalTPA Candidate Handbook.

Case Study 1: Subject-Specific and Developmentally Appropriate Pedagogy

A. Contextual Information for Case Study 1

1. Elements of a Learning Experience in a Unit

Grade:	High School
Content Area:	English-Language Arts
Subject Matter:	Reading
Time Period for the Learning Experience:	Two 45-minute sessions in two consecutive days.

State-adopted Academic Content Standards for Students

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development:
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately
- Vocabulary and Concept Development
- 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology

Learning Goals for the Learning Experience

Students will be able to do the following with a focus on solutions:

- Discern word meanings from context by using key words and context
- Infer word meanings by analyzing word roots and affixes
- Draw inferences about the meaning of scientific terminology

Instructional Resources Available:

Passages from science textbooks, periodicals, and books; computers with internet access; dictionaries

2. Class Description

Students are in a high school English class. They particularly need to have opportunities to learn content in different ways and to revisit content. Many of the students enjoy the school environment and like to socialize with each other. Most of the students are active in after-school activities, including sports, clubs, tutoring, and jobs, which leaves little time for homework. The majority of the class plans to attend the local community college or technical computer school. There are some students who are unsure about what careers they want to pursue. About two-thirds of the students in this class have at least one other class with their classmates.

SSP – SINGLE SUBJECT ENGLISH

Developmental Needs of the Students in Grades 9 -12

- 1) understand connections between the lesson content and life outside of school
- 2) develop advanced thinking and problem-solving skills
- 3) develop socially and handle the intense social peer pressure to conform while maintaining individuality

B. Questions For Case Study 1

1. Given the contextual information for Case Study 1, think about a lesson you might use with these students that addresses the subject matter learning goals and the developmental needs of the students described. In the columns below describe:

- Instructional strategies
- Student activities
- Instructional resources

Note: Instructional strategies are what the teacher does during instruction and student activities are what the students do during the lesson.

Instructional Strategies	Student Activities

2. Based on your knowledge of the content and of student development, explain why the instructional strategies, student activities, and resources you listed in question 1:

2.a.	are appropriate for this class	
2.b.	address the developmental needs of these students	
2.c.	help those students make progress toward achieving the state-adopted academic content stands for students in this content area	

— END OF CASE STUDY 1 —

Case Study 2: Assessment Practices

A. Contextual Information for Case Study 2

1. Elements of a Learning Experience in a Unit

Grade:	High School
Content Area:	English-Language Arts
Subject Matter:	Listening and Speaking
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

- 1.0 Listening and Speaking Strategies
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. The use gestures, tone, and vocabulary tailored to the audience and purpose.
- Organization and Delivery of Oral Communication
- 5.5 Choose logical patterns of organization to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 5.6 Recognize and use elements of classical speech forms in formulating rational arguments and applying that art of persuasion and debate.

Learning Goals for Whole Unit

Students will be able to do the following:

- Choose logical patterns of organization to inform and to persuade
- Recognize elements of classical speech forms
- Analyze the elements of classical speech forms and in presentations of others
- Identify the features of quality notes

2. Teacher Reflection on Student Assessment for this Unit

I am not satisfied with the assessment plan I used for the last unit of study. I gave the students a diagnostic test at the beginning of the unit, two quizzes during the unit, and a final test from the teacher's guide. I feel, though, that I need additional information on what students really know and understand, their misconceptions, what they learned during instruction, and their progress toward achieving the learning goals. I am looking for ways to improve my assessment plan, so I can have a more complete understanding of how well these students learned the subject matter.

SSP – SINGLE SUBJECT ENGLISH

3. Assessment Plan

	Day 1	Day 6	Day 11	Day 15
Goals Assessed	Choose logical patterns of organization to inform and to persuade Recognize elements of classical speech forms	Recognize elements of classical speech forms	Identify the features of quality notes	Recognize elements of classical speech forms
Type	Formal, diagnostic test from curriculum guide; multiple choice; formative	Formal quiz from the textbook; multiple choice; formative	Formal quiz from the textbook; multiple choice; formative	Formal, final chapter/unit exam from textbook; multiple choice and fill in the blank; summative
Purpose	Assess previous knowledge and skills	Assess acquired concepts and skills	Assess acquired skills and concepts	Assess acquired knowledge and skills from instructional unit
Implementation	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key
Feedback Strategies	Tell students of scores and inform student of correct and incorrect items	Inform students of correct and incorrect items	Inform students of correct and incorrect items	Inform students of correct and incorrect items
Informing Instruction	To determine what needs to be reviewed and where to begin teaching	To determine who has learned the material presented	To determine who has learned the material presented	To determine the achievement level of each student towards the goals

B. Questions for Case Study 2

1. Identifying strengths and weaknesses

1.a.	Identify one strength in the assessment plan and explain why it is a strength in relation to the learning goals of this unit.	
1.b.	Identify one weakness in the assessment plan and explain why it is a weakness in relation to the learning goals of this unit.	

2. Suppose you found the following additional assessment in a supplementary resource. Think about how the additional assessment could improve the teacher's assessment plan.

— Additional Assessment —

1. Compare and contrast Abraham Lincoln's "Gettysburg Address" to Martin Luther King, Jr.'s "I Have A Dream" to recognize the elements of classical speech forms
2. Select one element from each of the two speeches presented and discuss its impact on the given speech

Explain to the teacher how it might be used to improve the plan by answering the following questions:

2.a.	When in the plan would you use this assessment?	
2.b.	What goals would be assessed by this assessment?	
2.c.	What type of assessment would it be?	
2.d.	What would be the purpose of the assessment?	
2.e.	How would you implement the assessment?	
2.f.	What feedback strategies would you use?	
2.g.	How would the results of the assessment inform instruction?	

SSP – SINGLE SUBJECT ENGLISH

3. Explain how using the additional assessment as you described in question 2 improves the teacher’s assessment plan and what specific information about what the students really know and understand about the content area, their misconceptions, and their progress toward achieving the learning goals would be gained.

— END OF CASE STUDY 2 —

Case Study 3: Adaptation of Subject-Specific Pedagogy for English Learners

A. Contextual Information for Case Study 3

1. Elements of a Learning Experience for 2 Days in a Unit

Grade:	High School
Content Area:	English-Language Arts
Subject Matter:	Writing/Listening and Speaking
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

- 1.0 Writing Applications
Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organization, and drafting strategies outlined in Writing Standard 1.0.
- 2.1 Write biographical or autobiographical narratives or short stories.
- 2.2 Write responses to literature.
a) demonstrate a comprehensive grasp of the significant ideas of literary works.
- 1.0 Listening and Speaking Strategies
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.
- Comprehension
- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- Organization and Delivery of Oral Communication
- 1.3 Choose logical patterns of organization to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

Learning Goals for Whole Unit

Students will be able to do the following:

- View prewriting as an exploration of ideas
 - Use a model of an autobiographical incident as motivation for writing
 - Recognize the characteristics of an autobiographical incident essay
 - Plan an autobiographical incident
 - Examine memories to find a topic for an autobiographical incident
 - Identify the impact of an incident in order to define the purpose and audience of the essay
 - Draft, revise, proofread, publish, and present an autobiographical incident essay
-

SSP – SINGLE SUBJECT ENGLISH

Relationship to Preceding and Subsequent Learning Experiences

An overview of the stages of the writing process has been covered. The exploration and implementation of the stages of the writing process will be explored through personal and expressive writing. The writing skill of telling a personal anecdote will be developed in an autobiographical incident essay and will be extended to collecting and organizing a series of family stories into a family history and to selecting an amusing situation for a tall tale. This exploration of the writing process will form the basis of the next unit on observation and descriptive writing.

2. Outline of Plans for Days 1 and 2

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the two days.

Instructional Strategies

On Day 2, lead a discussion about why stories of real events are more interesting than fictional accounts. Set up the reading of a model of an autobiographical incident essay. Read the excerpt in the textbook (vary between silent and oral reading). Lead a discussion about how the author depicts a personal incident. Pose the questions, “Why do you think the author chose to write about this incident?” and “What ideas for a subject does this autobiographical incident essay bring to mind?” Have students write two paragraphs as their response to the questions in their writing journals.

On Day 3, allow students to complete their journal entry. Link the journal entry to the model. Present examples of exploratory activities to help students examine their own memories to find a topic. Working with a partner, have students complete an activity using their response to the questions as a reference and discuss their ideas. Have students orally present a summary of their ideas to the whole class and receive feedback.

Student Activities

Participate in a discussion about real events and fictional accounts. Read and listen to the model of an autobiographical incident and carefully consider the questions. Write paragraphs to address the questions posed by the teacher. Complete written response in writing journals.

Work with a partner to complete an exploratory activity using their written response as a reference. Orally present a summary of their ideas to the whole class. Provide feedback to other students.

Progress Monitoring

- Teacher will use class discussions, journal writing, exploratory activity, oral presentations, and portfolio to determine the level of learning.
- Students will receive written and oral comments from their teacher and oral feedback from their peers.

3. Student Description

Elena is a 9 year-old 4th grader and an English learner. She is from Mexico and both of her parents are professionals. Her extended family includes aunts, uncles, and cousins. Her grandparents live in Mexico and she and her family visit them in the summer. She has been in the United

States for one and a half years. She is literate in Spanish and often reads Spanish books and magazines. Her report cards from her school in Mexico indicate above average grades. Elena is somewhat shy socially but is well liked and works well in small groups. She is seldom absent from school. The CELDT results indicate overall score in the Early Intermediate range, and she has been identified as an English learner.

Written Response to: “What is your favorite family day?”

A Special Family Celebration

As special family time is when my family celebrate the anniversary of my grandmother and grandfather. They are my abuelita and abuelito. Why is it especial? I like this because all my family come to my grandparent house for make especial food of my country. The fiestaet tab is very especial. My grandparent have marry 45 year. They live in Mexico my tia, tio and primos all go to Mexico for all family celebrate together. We like have all family together. My primos and me see friends in our city . We give grandparent big picture of all family. Grandparent like fiesta and gift. They are much happy.

Transcript of Oral Response to: “Tell me about your dance class.”

I like my dance class at community center. I need class for forget my problems. Is like help. I forgot my problems. When I dance, I like my dress because everybody look me and say, “Oh, that look pretty.” Everybody take my picture. I was in newspaper. When I dancing, I feel very good. I like that because I represent my country.

B. Questions for Case Study 3

1.	Identify two specific learning needs the student has as an English learner, based on the student description and the responses.	
2.a.	Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.	
2.b.	Explain why the strategy or activity you chose could be challenging to the student. Use your knowledge of English learners and your analysis of the student’s learning needs in your explanation.	
3.a.	Describe how you would adapt the strategy or activity you identified above to meet the learning needs of the student. Consider specific subject matter pedagogy when writing your description.	

SSP – SINGLE SUBJECT ENGLISH

3.b.	Explain how your adaptation would be effective for the student in making progress toward the learning goals of the lesson. (In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)	
3.c.	Explain how your adaptation would be effective for the student in making progress toward English language development. (In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)	
4.a.	Which progress monitoring assessment from the outline of plans would you choose to monitor this student's progress toward achieving the learning goal(s)?	
4.b.	Give a rationale for your choice of progress monitoring assessment. Use your knowledge of content in this unit, and this student's English language abilities in your rationale.	
5.	Based on what you learned about this student's English proficiency, what would be your next steps in planning to facilitate her English language development? Consider specific information from the student description and her written and oral language samples when responding.	

— END OF CASE STUDY 3 —

Case Study 4: Adaptation of Subject-Specific Pedagogy for Students with Special Needs

A. Contextual Information for Case Study 4

1. Elements of a Learning Experience for 3 Days in a Unit

Grade:	High School
Content Area:	English-Language Arts
Subject Matter:	Reading/Writing/Listening and Speaking
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

Reading

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.3 Analyze interactions between main and subordinate characters in a literary text

3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions ironies, and incongruities in a text.

Writing

1.0 Writing Applications

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

2.4 Write persuasive compositions

Listening and Speaking

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

2.3 Apply appropriate interview techniques

SSP – SINGLE SUBJECT ENGLISH

Learning Goals for Whole Unit

Students will be able to do the following:

- Read and respond to works of literature
- Analyze interactions between characters
- Analyze and trace an author's development of time and sequence
- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

Relationship to Preceding and Subsequent Learning Experiences

Prior to this unit, students have studied interviewing techniques and persuasive compositions, but have not applied these skills to analyzing literary works. In the future, they will use the skills covered in this unit to analyze more complex works of literature.

2. Outline of Plans for Days 3, 4, and 5

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the three days.

Instructional Strategies

On Day 3, read passages from novel revealing interactions between main and subordinate characters (vary between independent silent and oral reading to whole class). Lead whole-class discussion and analysis of the interactions. Have students respond in writing to teacher-generated questions. Reading of passages and discussion will take most of Day 3. Written responses to questions are homework.

On Day 4, role-play a character in the novel and interview the author. Lead a class analysis of and discussion about the interview. Students work in small groups to select a character and create an interview between the character and the author. As a group, they present to class and receive feedback from others.

On Day 5, have students read a passage in the novel that contains a dialogue of a character trying to persuade another character not to act in a certain manner. Students discuss the passage with a partner. Each student writes a persuasive letter trying to convince a character not to do something or to take different actions. Have students exchange letters and do a written analysis.

Student Activities

- In class, read either silently or orally passages from the novel, take notes, and participate in the class discussion about the passage. For homework, complete written responses to questions.
- Listen to the interview between a character and the author, take notes, and participate in the class analysis and discussion. Work with group members to write an interview between a chosen character and the author. Present the interview with other group members to the whole class. Provide feedback to other groups when they present.

- Read passage and discuss it with a partner. Write a persuasive letter to a character. Read a letter written by another classmate and analyze it for its effectiveness, and write the results of the analysis.

Progress Monitoring

- Teacher will use class discussion, responses to questions, group presentation and analysis, and persuasive letter and analysis to monitor student progress.
- Students will receive written and oral comments from the teacher and other students.

3. Student Description

Alex is a 15-year-old boy in the 10th grade. He had difficulty with the development of his early literacy skills, including the acquisition of sound/symbol relationships and word identification, demonstrated in both his reading and writing. In the second grade, Alex was identified as a student with specific learning disabilities. Since then, Alex has received special education support primarily in a resource room for language arts, while he is included in the general education curriculum. He is able to independently read text at a 7th grade level and continues to struggle with decoding words. Alex also has asthma for which he takes daily medication and occasionally needs to use an inhaler. He is a self-isolating person who does not readily join into whole-class conversations or contribute to group learning situations. His tendency is to sit alone at lunch and to be by himself during transitional time. There is no in-class support for this student.

B. Questions for Case Study 4

1.a.	Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the description of the student's learning disability.	
1.b.	Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.	
1.c.	Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
1.d.	Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.	
2.a.	Identify one additional instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the student's other learning needs.	

SSP – SINGLE SUBJECT ENGLISH

2.b.	Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.	
2.c.	Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
2.d.	Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.	
3.a.	What progress monitoring assessment would you choose to obtain evidence of the student's progress toward a learning goal(s)?	
3.b.	Give a rationale for your choice of assessment. Use your knowledge of academic content in this unit, and this student's learning needs in your rationale.	

— END OF CASE STUDY 4 —

Subject-Specific Pedagogy Task — Single Subject Mathematics—

APPENDIX B

Before beginning this task, read the complete directions provided in the CalTPA Candidate Handbook.

Case Study 1: Subject-Specific and Developmentally-Appropriate Pedagogy

A. Contextual Information for Case Study 1

1. Elements of a Learning Experience in a Unit

Grade:	High School
Content Area:	Mathematics
Subject Matter:	Geometry
Time Period for the Learning Experience:	Two 45-minute sessions in two consecutive days

State-adopted Academic Content Standards for Students

Geometry

22.0 Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.

Learning Goals for the Learning Experience

Students will be able to do the following with a focus transformations of two and three-dimensional figures:

- Translate, reflect, and rotate plane and solid figures
- Determine the effect of more than one transformation on plane and solid figures

Instructional Resources Available

Geometry textbook, standard construction tools – straightedge, compass, protractor, plastic models of 2 and 3-dimensional figures, and computers with transformational geometry software and Internet access.

2. Class Description

Students are in a high school Geometry class. They particularly need to have opportunities to learn content in different ways and to revisit content. Many of the students enjoy the school environment and like to socialize with each other. Most of the students are active in after-school activities, including sports, clubs, tutoring, and jobs, which leaves little time for homework. The majority of the class plans to attend the local community college or technical computer school. There are some students who are unsure about what careers they want to pursue. About two-thirds of the students in this class have at least one other class with their classmates.

SSP – SINGLE SUBJECT MATHEMATICS

3. Developmental Needs of the Students in Grades 9 –12

- 1) understand connections between the lesson content and life outside of school
- 2) develop advanced thinking and problem-solving skills
- 3) develop socially and handle the intense social peer pressure to conform while maintaining individuality

B. Questions for Case Study 1

1. Given the contextual information for Case Study 1, think about a lesson you might use with these students that addresses the subject matter learning goals and the developmental needs of the students described. In the columns below describe:

- Instructional strategies
- Student activities
- Instructional resources

Note: Instructional strategies are what the teacher does during instruction and student activities are what the students do during the lesson.

Instructional Strategies	Student Activities

2. Based on your knowledge of the content and of student development, explain why the instructional strategies, student activities, and resources you listed in question 1:

2.a.	are appropriate for this class	
2.b.	address the developmental needs of these students	
2.c.	help those students make progress toward achieving the state-adopted academic content standards for students in this content area	

— END OF CASE STUDY 1 —

Case Study 2: Assessment Practices

A. Contextual Information for Case Study 2

1. Elements of a Learning Experience in a Unit

Grade:	High School
Content Area:	Mathematics
Subject Matter:	Algebra
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

Algebra 2

- 7.0 Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.

Learning Goals for Whole Unit

Students will be able to do the following:

- Reduce rational expressions
- Add and subtract rational expressions
- Multiply and divide rational expressions
- Simplify complicated rational expressions
- Evaluate rational expressions
- Give equivalent forms of rational expressions

2. Teacher Reflection on Student Assessment for this Unit

"I am not satisfied with the assessment plan I used for the last unit of study. I gave the students a diagnostic test at the beginning of the unit, two quizzes during the unit, and a final test, all of which came from the teacher's guide. I feel, though that I need additional information on what students really know and understand, their misconceptions, what they learned during the instruction, and their progress toward achieving the learning goals. I am looking for ways to improve my assessment plan, so I can have a more complete understanding of how well these students learned the subject matter."

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3. Assessment Plan

	Day 1	Day 6	Day 11	Day 15
Goals Assessed	Perform arithmetic operations on simple rational numbers, and factor polynomials	Multiply and divide rational expressions	Add and subtract rational expressions	Reduce, add, subtract, multiply, divide, simplify, evaluate, and give equivalent forms of rational expressions
Type	Formal, diagnostic test from curriculum guide; multiple choice; formative	Formal quiz from the textbook; multiple choice; formative	Formal quiz from the textbook; multiple choice; formative	Formal, final chapter/unit exam from textbook; multiple choice and fill in the blank; summative
Purpose	Assess previous knowledge and skills	Assess acquired concepts and skills	Assess acquired skills and concepts	Assess acquired knowledge and skills from instructional unit
Implementation	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key
Feedback Strategies	Tell students of scores and inform student of correct and incorrect items	Inform students of correct and incorrect items	Inform students of correct and incorrect items	Inform students of correct and incorrect items
Informing Instruction	To determine what needs to be reviewed and where to begin teaching	To determine who has learned the material presented	To determine who has learned the material presented	To determine the achievement level of each student towards the goals

B. Questions for Case Study 2

1. Identifying strengths and weaknesses

1.a.	Identify one strength in the assessment plan and explain why it is a strength in relation to the learning goals of this unit.	
1.b.	Identify one weakness in the assessment plan and explain why it is a weakness in relation to the learning goals of this unit.	

2. Suppose you found the following additional assessment in a supplementary resource. Think about how the additional assessment could improve the teacher's assessment plan.

— Additional Assessment —

Suppose you have been hired by a publisher to provide information for a detailed solution guide for the problem set below. The publisher wants to illustrate more than one way to simplify expressions. Present the publisher with two different methods to simplify each expression and provide a mathematical justification for each method, so the readers of the solution guide will understand how to use each method and why each is mathematically correct.

- $(5x^2 + 21x + 4)/(25x + 100)$
- $(6x^2/8x) \cdot -4x^3/(2x^2)$
- $(3x^2 + 6x)/(4x) \div 15/(8/x^2)$
- $(x + 3)/(x^3 - x^2 - 6x) \div (x^2 - 9)/(x^2 + x - 12)$
- $(x^3 + x^2)/(x^2 - 16) \cdot (x + 4)/(3x^4 + x^3 - 2x^2)$

Explain to the teacher how it might be used to improve the plan by answering the following questions:

2.a.	When in the plan would you use this assessment?	
2.b.	What goals would be assessed by this assessment?	
2.c.	What type of assessment would it be?	
2.d.	What would be the purpose of the assessment?	
2.e.	How would you implement the assessment?	
2.f.	What feedback strategies would you use?	
2.g.	How would the results of the assessment inform instruction?	

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3. Explain how using the additional assessment as you described in question 2 improves the teacher's assessment plan and what specific information about what the students really know and understand about the content area, their misconceptions, and their progress toward achieving the learning goals would be gained.

—END OF CASE STUDY 2—

Case Study 3: Adaptation of Subject specific Pedagogy for English Learners

A. Contextual Information for Case Study 3

1. Elements of a Learning Experience for 2 Days in a Unit

Grade:	High School
Content Area:	Mathematics
Subject Matter:	Mathematical Analysis
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

Limits- Mathematical Analysis

- 8.0 Students are familiar with the notion of the limit of a function as the independent variable approaches a number or infinity

Learning Goals for Whole Unit

Students will be able to do the following with a focus on limits:

- Find a limit
- Mathematically justify that limit
- Generate stages of various iterative processes

Relationship to Preceding and Subsequent Learning Experiences

Prior to this lesson, students studied finite and infinite series. They were introduced to the concept of convergent and divergent series. They also have encountered the concept of limit on an intuitive basis. They will use what they learned in this lesson in future work in determining and justifying limits.

2. Outline of Plans for Days 3 and 4

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the two days.

Instructional Strategies

On Day 3, lead a quick review of finite and infinite sequences. Have students complete review sheet. Lead whole class discussion on their responses to the review sheet questions highlighting common misconceptions. Have students provide counter-examples at the board. Show students the first three iterations of the Sierpinski Triangle. Have them record their answers to questions concerning the number of triangles in each iteration and have them predict the number of triangles in subsequent iterations. Have students work in pairs to construct the next two iterations to check their predictions, shade the downward pointing triangles in each iteration, and record their predictions concerning the combined shaded areas of subsequent iterations. Students will

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be asked to individually record their prediction of the limit of the shaded area as the number of iterations becomes infinite. Each will discuss his/her prediction with a partner and decide on a possible mathematical justification. Students will then split up to edit their limit prediction, if they wish, and to record their justification.

On Day 4, have sets of partners present their work from Day 2 to the class. Class will pose questions about their work and partners will justify their thinking.

Student Activities

On Day 3, complete the review sheet and provide misconceptions of reviewed concepts and provide counter-examples on the board. Answer questions about the first three iterations of Sierpinski's Triangle, and make predictions about further iterations. Work with partner to construct the next two iterations in order to check predictions. Do the shading as directed and make predictions concerning the combined shaded areas of subsequent iterations. Record prediction of the limit, discuss with partner, and decide on a justification. Split up to edit and record predictions.

On Day 4, present work with partner to the whole class and respond to questions asked by the class. When other partners are presenting, students will ask questions of that set of partners.

Progress Monitoring

Teacher will use class discussions, group and individual responses to questions, and expressed rationales to determine level of learning.

Students will receive written and oral comments about individual work, and feedback about their work with a partner.

3. Student Description

Elena is a 15 year-old 10th grader and an English learner. She is from Mexico and both of her parents are professionals. Her extended family includes aunts, uncles, and cousins. Her grandparents live in Mexico and she and her family visit them in the summer. She has been in the United States for one and a half years. She is literate in Spanish and often reads Spanish literature. Her report cards from her school in Mexico indicate above average grades. Elena is somewhat shy socially but is well liked and works well in small groups. She is seldom absent from school. The CELDT results indicate overall score in the Early Intermediate range, and she has been identified as an English learner.

Written Response to: "What is your favorite family day?"

A Special Family Celebration

As special family time is when my family celebrate the anniversary of my grandmother and grandfather. They are my abuelita and abuelito. Why is it especial? I like this because all my family come to my grandparent house for make especial food of my country. The fiesta is very especial. My grandparent have marry 45 year. They live in Mexico my tia, tio and primos all go to Mexico for all family celebrate together. We like have all family together. My primos and me see friends in our city . We give grandparent big picture of all family. Grandparent like fiesta and gift. They are much happy.

Transcript of Oral Response to: “Tell me about your dance class.”

I like my dance class at community center. I need class for forget my problems. Is like help. I forgot my problems. When I dance, I like my dress because everybody look me and say, “Oh, that look pretty.” Everybody take my picture. I was in newspaper. When I dancing, I feel very good. I like that because I represent my country.

B. Questions for Case Study 3

1.	Identify two specific learning needs the student has as an English learner, based on the student description and the responses.	
2.a.	Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.	
2.b.	Explain why the strategy or activity you chose could be challenging to the student. Use your knowledge of English learners and your analysis of the student’s learning needs in your explanation.	
3.a.	Describe how you would adapt the strategy or activity you identified above to meet the learning needs of the student. Consider specific subject matter pedagogy when writing your description.	
3.b.	Explain how your adaptation would be effective for the student in making progress toward the learning goals of the lesson. (In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)	
3.c.	Explain how your adaptation would be effective for the student in making progress toward English language development. (In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)	
4.a.	Which progress monitoring assessment from the outline of plans would you choose to monitor this student’s progress toward achieving the learning goal(s)?	

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4.b.	Give a rationale for your choice of progress monitoring assessment. Use your knowledge of content in this unit, and this student’s English language abilities in your rationale.	
5.	Based on what you learned about this student’s English proficiency, what would be your next steps in planning to facilitate her English language development? Consider specific information from the student description and her written and oral language samples when responding.	

—END OF CASE STUDY 3 —

Case Study 4: Adaptation of Subject-Specific Pedagogy for Students with Special Needs

A. Contextual Information for Case Study 4

1. Elements of a Learning Experience for 3 Days in a Unit

Grade:	High School
Content Area:	Mathematics
Subject Matter:	Probability
Time Period for Whole Unit:	3 weeks

State-Adopted Academic Content Standards for Students

Probability and Statistics

- 6.0 Students know the definitions of the mean, median, and mode of a distribution of data and can compute each in particular situations.
- 8.0 Students organize and describe distributions of data by using a number of different methods.

Learning Goals for Whole Unit

Students will be able to do the following:

- Make connections between mathematics and its applications in the real world
- Select and use appropriate tools and technology to analyze and display data
- Communicate precisely about given quantities, relationships, and unknown values
- Reason mathematically by analyzing evidence and building arguments to support or refute hypotheses

Relationship to Preceding and Subsequent Learning Experiences

Prior to this unit, students have studied the measures of central tendency and how to calculate them. In the future, they will use the skill covered in this unit to solve problems.

2. Outline of Plans for Days 3, 4, and 5

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the three days.

Instructional Strategies

On Day 3, read a report with text, statistics, and graphical representations about rainfall in California during the last decade (vary between independent silent and oral reading to whole class). Present additional information about the concepts and lead whole-class discussion. Have students respond in writing to teacher-generated questions about the report. Written responses are homework.

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On Day 4, read a document that addresses appropriate uses and misuses of measures of central tendency, and effective graphical representation of data for the purpose of critiquing the report read on the previous day. Lead a class discussion about how statistics can present and support different perspectives. Give groups of students the same set of data, but different questions. Students must compute statistics and create graphical representations best suited to respond to their questions. Students write individual rationales supporting their selection of statistics and representations. As a group, they present their statistics and representations to the class and receive feedback from others.

On Day 5, have students read an article containing an inappropriate use of statistics to support a position. Students discuss the article with a partner. Each student writes a letter to the author indicating the errors in the article and providing arguments for using other statistics to support the same position.

Student Activities

- In class, either read silently or orally the copy of the report, highlighting important issues, and participate in class discussion about statistics presented. For homework, complete written responses in questions.
- Listen to arguments critiquing the statistics used in the report, take notes, and participate in class analysis and discussion. Work in a group to analyze data and make graphical representations to respond to a given question. Individual students write rationales. Present with other group members the statistics and representations chosen to whole class. Provide feedback to other groups when they present.
- Read article and discuss it with a partner. Write a letter to the author. Read a letter written by another classmate and analyze for reasonableness.

Progress Monitoring

- Teacher will use class discussion, responses to questions, group presentation and letter to author to monitor student progress.
- Students will receive written and oral comments from the teacher and other students.

3. Student Description

Alex is a 15-year-old boy in the 10th grade. He had difficulty with the development of his early literacy skills, including the acquisition of sound/symbol relationships and word identification, demonstrated in both his reading and writing. In the second grade, Alex was identified as a student with specific learning disabilities. Since then, Alex has received special education support primarily in a resource room for language arts, while he is included in the general education curriculum. He is able to independently read text at a 7th grade level and continues to struggle with decoding words. Alex also has asthma for which he takes daily medication and occasionally needs to use an inhaler. He is a self-isolating person who does not readily join into whole-class conversations or contribute to group learning situations. His tendency is to sit alone at lunch and to be by himself during transitional time. There is no in-class support for this student.

B. Questions for Case Study 4

1.a.	Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the description of the student's learning disability.	
1.b.	Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.	
1.c.	Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
1.d.	Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.	
2.a.	Identify one additional instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the student's other learning needs.	
2.b.	Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.	
2.c.	Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
2.d.	Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.	
3.a.	What progress monitoring assessment would you choose to obtain evidence of the student's progress toward a learning goal(s)?	
3.b.	Give a rationale for your choice of assessment. Use your knowledge of academic content in this unit, and this student's learning needs in your rationale.	

— END OF CASE STUDY 4 —

APPENDIX B

Subject-Specific Pedagogy Task

— Single Subject Science—

APPENDIX B

Before beginning this task, read the complete directions provided in the CalTPA Candidate Handbook.

Case Study 1: Subject-Specific and Developmentally-Appropriate Pedagogy

A. Contextual Information for Case Study 1

1. Elements of a Learning Experience in a Unit

Grade:	8 th
Content Area:	General Science
Subject Matter:	Introductory Physical Science
Time Period for the Learning Experience:	Two 45-minute sessions in two consecutive days.

Learning Goals for the Learning Experience

Students will be able to do the following with a focus on solutions

- Determine how increasing temperature affects the physical state of water
- Measure and display data accurately and in an organized fashion

State-adopted Academic Content Standards for Students

Reactions

5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:
 - d. Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.

Investigation and Experimentation

9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Plan and conduct a scientific investigation to test a hypothesis.

Instructional Resources Available

Goggles, rubber gloves, thermometers, beakers, stands, water, Bunsen burners, graph paper

2. Class Description

Students are in an 8th grade science class. They particularly need to have opportunities to learn content in different ways and to revisit content. Many of the students enjoy the school environment

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and like to socialize with each other. Most of the students are active in after-school activities, including sports, clubs, tutoring, and jobs, which leaves little time for homework. The majority of the class plans to attend the local community college or technical computer school. There are some students who are unsure about what careers they want to pursue. About two-thirds of the students in this class have at least one other class with their classmates.

3. Developmental Needs of the Students in Grade 8

- 1) understand connections between the lesson content and life outside of school
- 2) develop advanced thinking and problem-solving skills
- 3) develop socially and handle the intense social peer pressure to conform while maintaining individuality

B. Questions for Case Study 1

1. Given the contextual information for Case Study 1, think about a lesson you might use with these students that addresses the subject matter learning goals and the developmental needs of the students described. In the columns below describe:
- Instructional strategies
 - Student activities
 - Instructional resources

Note: Instructional strategies are what the teacher does during instruction and student activities are what the students do during the lesson.

Instructional Strategies	Student Activities

2. Based on your knowledge of the content and student development, explain why the instructional strategies, student activities, and resources you listed in question 1:

2.a.	are appropriate for this class	
2.b.	address the developmental needs of these students	
2.c.	help those students make progress toward achieving the state-adopted academic content stands for students in this content area	

— END OF CASE STUDY 1 —

Case Study 2: Assessment Practices

A. Contextual Information for Case Study 2

1. Elements of a Learning Experience in a Unit

Grade:	High School
Content Area:	Integrated Science
Subject Matter:	Introduction to Life Science
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

Cell Biology

1. Fundamental life processes of plants and animals depend on a variety of chemical reactions that are carried out in specialized areas of the organism's cells. As a basis for understanding this concept, students know:
 - a. Cells are enclosed with semi-permeable membranes that regulate their interaction with their surroundings.
 - b. Enzymes are proteins and catalyze biochemical reactions without altering the reaction equilibrium. The activity of enzymes depends on the temperature, ionic conditions, and the pH of the surroundings.

Investigation and Experimentation

1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content of the other four strands, students should develop their own questions and perform investigations. Students will:
 - a. Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.

Learning Goals for Whole Unit

Students will be able to do the following

- Identify basic cellular structures and functions (prior knowledge)
 - Identify the structure and function of a semi permeable membrane
 - Identify osmotic pressure
 - Understand and adapt the mechanism of osmosis
 - Identify the basic structure of proteins
 - Identify common proteins
 - Understand how enzymes catalyze biochemical reactions
 - Analyze the effects of temperature, ionic conditions and pH on enzymatic activity
 - Select and use appropriate scientific equipment in a safe manner
 - Perform a scientific investigation to collect and display data and to analyze relationships
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2. Teacher Reflection on Student Assessment for this Unit

“I am not satisfied with the assessment plan I used for the last unit of study. I gave the students a diagnostic test at the beginning of the unit, two quizzes during the unit, and a final test, all of which came from the teacher’s guide. I feel, though that I need additional information on what students really know and understand, their misconceptions, what they learned during the instruction, and their progress toward achieving the learning goals. I am looking for ways to improve my assessment plan, so I can have a more complete understanding of how well these students learned the subject matter.”

3. Assessment Plan

	Day 1	Day 6	Day 11	Day 15
Goals Assessed	Identify basic cellular structures and functions	Identify the basic structure of common proteins and the mechanism of osmosis	Identify how enzymes catalyze biochemical reactions, appropriate scientific equipment, and safety measures	Identify cellular structures and functions, common proteins, osmosis, enzyme catalysis, scientific equipment, and safety measures
Type	Formal, diagnostic test from curriculum guide; multiple choice; formative	Formal quiz from the textbook; multiple choice; formative	Formal quiz from the textbook; multiple choice; formative	Formal, final chapter/unit exam from textbook; multiple choice and fill in the blank; summative
Purpose	Assess previous knowledge and skills	Assess acquired concepts and skills	Assess acquired skills and concepts	Assess acquired knowledge and skills from instructional unit
Implementation	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key
Feedback Strategies	Tell students of scores and inform student of correct and incorrect items	Inform students of correct and incorrect items	Inform students of correct and incorrect items	Inform students of correct and incorrect items

Informing Instruction	To determine what needs to be reviewed and where to begin teaching	To determine who has learned the material presented	To determine who has learned the material presented	To determine the achievement level of each student towards the goals
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B. Questions for Case Study 2

1. Identifying strengths and weaknesses.

1.a.	Identify one strength in the assessment plan and explain why it is a strength in relation to the learning goals of this unit.	
1.b.	Identify one weakness in the assessment plan and explain why it is a weakness in relation to the learning goals of this unit.	

2. Suppose you found the additional assessment in a supplementary resource. Think about how the additional assessment could improve the teacher's assessment plan.

— Additional Assessment —

1. Compare and contrast the effects of temperature, ionic conditions, and pH on enzymatic activity based on the results of your scientific investigation performed in the lab.
2. Which of the three conditions – temperature, ionic conditions, or pH – has the greatest effect on enzymatic activity? Why? Use your investigation results to justify your answer.

Explain to the teacher how it might be used to improve the plan by answering the following questions:

2.a.	When in the plan would you use this assessment?	
2.b.	What goals would be assessed by this assessment?	
2.c.	What type of assessment would it be?	
2.d.	What would be the purpose of the assessment?	
2.e.	How would you implement the assessment?	
2.f.	What feedback strategies would you use?	
2.g.	How would the results of the assessment inform instruction?	

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3. Explain how using the additional assessment as you described in question 2 improves the teacher's assessment plan and what specific information about what the students really know and understand about the content area, their misconceptions, and their progress toward achieving the learning goals would be gained.

— END OF CASE STUDY 2 —

Case Study 3: Adaptation of Subject specific Pedagogy for English Learners

A. Contextual Information for Case Study 3

1. Elements of a Learning Experience for 2 Days in a Unit

Grade:	High School
Content Area:	Integrated Science
Subject Matter:	Introduction to Life Science
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

Evolution

8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept, student know:
 - a. How natural selection determines the survival of groups of organisms.
 - b. A great diversity of species increases the chance that at least some organisms survive major changes in the environment.
 - c. The effects of genetic drift on the diversity of organisms in a population.
 - d. How reproductive or geographic isolation affects speciation.

Learning Goals for Whole Unit

Students will be able to do the following with a focus on evolution:

- Perform, analyze, and present scientific inquiry
- Plan and conduct a long-term investigation
- Collect information by observing, measuring, and graphing
- Compare, contrast, and evaluate basic principles of evolution

Relationship to Preceding and Subsequent Learning Experiences

Basic principles of evolution will be covered in a manner similar to other scientific units. Science process skills are important inquiry tools, and opportunities for developing them are provided throughout the unit. Some of the skills, such as observation and measurement, have been covered in the other scientific units. This investigation will form the basis of the next unit on ecosystems.

2. Outline of Plans for Days 1 and 2

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the two days.

Instructional Strategies

On Day 1, lead a discussion about the term “species” – characteristics, examples, and extinction.

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Write student ideas on the board. Have students independently read a handout concerning a recently discovered new species of beetle. Then present the following Case Study: “Suppose you have discovered a new species of living thing. Write three or four paragraphs describing the species, one unusual structure it has, the characteristics of the structure, and how this structure might help the species survive a specific drastic environmental change.” Have students write paragraphs using newly acquired scientific terms/vocabulary to explain their answer to classmates.

On Day 2, allow students to complete written response. Have students practice with a partner orally summarizing their written work. Then have them individually share their oral summaries with the whole class and receive feedback.

Student Activities

Participate in discussion about “species.” Read the handout about a newly discovered species. Listen to and carefully consider the questions. Write three or four paragraphs to address the questions.

Complete the written response. Practice with a partner to orally summarize their written work. Present oral summary to whole class. Provide feedback to other students.

Progress Monitoring

Teacher will use class discussions, written responses to questions, projects, scientific inquiry investigations, portfolio, and chapter test to determine level of learning.

Students will receive written and oral comments from the teacher and other students.

3. Student Description

Elena is a 14 year-old 9th grader and an English learner. She is from Mexico and both of her parents are professionals. Her extended family includes aunts, uncles, and cousins. Her grandparents live in Mexico and she and her family visit them in the summer. She has been in the United States for one and a half years. She is literate in Spanish and often reads Spanish literature. Her report cards from her school in Mexico indicate above average grades. Elena is somewhat shy socially but is well liked and works well in small groups. She is seldom absent from school. The CELDT results indicate overall score in the Early Intermediate range, and she has been identified as an English learner.

Written Response to: “What is your favorite family day?”

A Special Family Celebration

As special family time is when my family celebrate the anniversary of my grandmother and grandfather. They are my abuelita and abuelito. Why is it especial? I like this because all my family come to my grandparent house for make especial food of my country. The fiesta is very especial. My grandparent have marry 45 year. They live in Mexico my tia, tio and primos all go to Mexico for all family celebrate together. We like have all family together. My primos and me see friends in our city . We give grandparent big picture of all family. Grandparent like fiesta and gift. They are much happy.

Transcript of Oral Response to: “Tell me about your dance class.”

I like my dance class at community center. I need class for forget my problems. Is like help. I forgot my problems. When I dance, I like my dress because everybody look me and say, “Oh, that look pretty.” Everybody take my picture. I was in newspaper. When I dancing, I feel very good. I like that because I represent my country.

B. Questions for Case Study 3

1.	Identify two specific learning needs the student has as an English learner, based on the student description and the responses.	
2.a.	Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.	
2.b.	Explain why the strategy or activity you chose could be challenging to the student. Use your knowledge of English learners and your analysis of the student’s learning needs in your explanation.	
3.a.	Describe how you would adapt the strategy or activity you identified above to meet the learning needs of the student. Consider specific subject matter pedagogy when writing your description.	
3.b.	Explain how your adaptation would be effective for the student in making progress toward the learning goals of the lesson. (In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)	
3.c.	Explain how your adaptation would be effective for the student in making progress toward English language development. (In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)	

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4.a.	Which progress monitoring assessment from the outline of plans would you choose to monitor this student’s progress toward achieving the learning goal(s)?	
4.b.	Give a rationale for your choice of progress monitoring assessment. Use your knowledge of content in this unit, and this student’s English language abilities in your rationale.	
5.	Based on what you learned about this student’s English proficiency, what would be your next steps in planning to facilitate her English language development? Consider specific information from the student description and her written and oral language samples when responding.	

— END OF CASE STUDY 3 —

Case Study 4: Adaptation of Subject-Specific Pedagogy for Students with Special Needs

A. Contextual Information for Case Study 4

1. Elements of a Learning Experience for 3 Days in a Unit

Grade:	8 th
Content Area:	General Science
Subject Matter:	Introductory Physical Science
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

Motion

1. The velocity of an object is the rate of change of its position. As a basis for understanding this concept:
 - d. Students know the velocity of an object must be described by specifying both the direction and the speed of the object.

Forces

2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept:
 - a. Students know a force has both direction and magnitude.

Learning Goals for Whole Unit

Students will be able to do the following:

- Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data
- Identify and communicate sources of unavoidable experimental error
- Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions

Relationship to Preceding and Subsequent Learning Experiences

Motion and Forces are the foundation of other concepts to be studied in this course. Concepts are necessary for understanding the next unit: Conservation of Energy and Momentum. Students have participated in experiments mostly as classroom demonstrations.

2. Outline of Plans for Days 3, 4, and 5

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the three days.

Instructional Strategies

On Day 3, read textbook about Newton's Laws (vary between independent, silent, and oral

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reading to whole class). Present additional information about the concepts and lead whole class discussion. Have students respond in writing to the questions in the book.

On Day 4, do a demonstration experiment about motion and speed with whole class. Demonstrate the key concepts of experimental design and write-up. Students work in small groups to conduct their own trials and to collect, analyze and display data. Students write individual summaries. As a group, they present their findings to the class and receive feedback from others.

On Day 5, have students read excerpts of entries from a scientist's journal in their textbook. Journal entries describe the scientist's findings regarding the same experiment performed on Day 4. Students discuss the entries with a partner. Each student writes a letter to the scientist comparing his/her group's results to the scientist's and providing a rationale for any differences with specific reference to measurement error. Sample letters are in textbook for Day 5 instruction.

Student Activities

In class, read textbook, take notes, analyze debates, and participate in class discussion about concepts presented. For homework, complete written responses to questions in textbook.

Watch demonstration experiment, take notes, and participate in class analysis and discussion. Work in a group to conduct own trials. Individual students write summaries of findings. Present group findings to whole class. Provide feedback to other groups.

Read journal entries and discuss entries and findings with a partner. Write a letter to the scientist. Read a letter written by another classmate and analyze for scientific understanding and reasonableness.

Progress Monitoring

Teacher will use class discussions, responses to questions, written summary of findings, group presentation, and letter to scientist to monitor student progress.

Students will receive written and oral comments from the teacher and other students.

3. Student Description

Alex is a 13-year-old boy in the 8th grade. He had difficulty with the development of his early literacy skills, including the acquisition of sound/symbol relationships and word identification, demonstrated in both his reading and writing. In the second grade, Alex was identified as a student with specific learning disabilities. Since then, Alex has received special education support primarily in a resource room for language arts, while he is included in the general education curriculum. He is able to independently read text at a 5th grade level and continues to struggle with decoding words. Alex also has asthma for which he takes daily medication and occasionally needs to use an inhaler. He is a self-isolating person who does not readily join into whole-class conversations or contribute to group learning situations. His tendency is to sit alone at lunch and to be by himself during transitional time. There is no in-class support for this student.

B. Questions for Case Study 4

1.a.	Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the description of the student's learning disability.	
1.b.	Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.	
1.c.	Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
1.d.	Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.	
2.a.	Identify one additional instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the student's other learning needs.	
2.b.	Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.	
2.c.	Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
2.d.	Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.	
3.a.	What progress monitoring assessment would you choose to obtain evidence of the student's progress toward a learning goal(s)?	
3.b.	Give a rationale for your choice of assessment. Use your knowledge of academic content in this unit, and this student's learning needs in your rationale.	

— END OF CASE STUDY 4 —

**Subject-Specific Pedagogy Task
— Single Subject Social Science—**

APPENDIX B

Before beginning this task, read the complete directions provided in the CalTPA Candidate Handbook.

Case Study 1: Subject-Specific and Developmentally Appropriate Pedagogy

A. Contextual Information for Case Study 1

1. Elements of a Learning Experience in a Unit

Grade:	High School
Content Area:	History-Social Science
Subject Matter:	United States History and Geography
Time Period for the Learning Experience:	Two 45-minute sessions in two consecutive days.

State-adopted Academic Content Standards for Students

United States History and Geography

11.8 Students analyze the economic boom and social transformation of post-World War II America

11.8.f Discuss the diverse environmental regions of North America, their relationship to particular forms of economic life, and the origins and prospects of environmental problems in those regions

Learning Goals for the Learning Experience

Students will be able to do the following with a focus on solutions:

- Discuss the diverse environmental regions of North America in post-World War II America
- Read and interpret maps of the regions of North America
- Read and interpret diagrams, graphs, charts, and/or tables of the local economies of the environmental regions
- Describe the environmental problems in those regions

Instructional Resources Available

Map of North America, diagrams, graphs, charts, and tables of the local economies of diverse environmental regions in North America, marking pens, poster paper, United States History and geography textbook, and supplemental books of post-World War II America.

2. Class Description

Students are in a high school United States history and geography class. They particularly need to have opportunities to learn content in different ways and to revisit content. Many of the students enjoy the school environment and like to socialize with each other. Most of the students

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are active in after-school activities, including sports, clubs, tutoring, and jobs, which leaves little time for homework. The majority of the class plans to attend the local community college or technical computer school. There are some students who are unsure about what careers they want to pursue. About two-thirds of the students in this class have at least one other class with their classmates.

3. Developmental Needs of the Students in Grades 9 -12

- 1) understand connections between the lesson content and life outside of school
- 2) develop advanced thinking and problem-solving skills
- 3) develop socially and handle the intense social peer pressure to conform while maintaining individuality

B. Questions for Case Study 1

1. Given the contextual information for Case Study 1, think about a lesson you might use with these students that addresses the subject matter learning goals and the developmental needs of the students described. In the columns below describe:

Instructional strategies
Student activities
Instructional resources

Note: Instructional strategies are what the teacher does during instruction and student activities are what the students do during the lesson.

Instructional Strategies	Student Activities

2. Based on your knowledge of the content and of student development, explain why the instructional strategies, student activities, and resources you listed in question 1:

2.a.	are appropriate for this class	
2.b.	address the developmental needs of these students	
2.c.	help those students make progress toward achieving the state-adopted academic content stands for students in this content area	

— END OF CASE STUDY 1 —

Case Study 2: Assessment Practices

A. Contextual Information for Case Study 2

1. Elements of a Learning Experience in a Unit

Grade:	High School
Content Area:	History-Social Science
Subject Matter:	World History, Culture, and Geography
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

World History, Culture, and Geography: The Modern World

- 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty.

Learning Goals for Whole Unit

Students will be able to do the following:

- Recognize the significance of a Greek philosopher's belief in reason and natural law
- Identify the major ideas of Locke, Rousseau, Bolivar, and Jefferson
- Analyze the major ideas of Locke, Rousseau, Bolivar, and Jefferson and discuss their effects on the democratic revolutions of England, the United States, France and Latin America
- Identify the principles of the Magna Carta, the English Bill of Rights, the American Declaration of Independence, the French Declaration of the Rights of Man and the Citizen, and the US Bill of Rights
- Understand the American Revolution, its spread to other parts of the world, and its significance to other nations.

2. Teacher Reflection on Student Assessment for this Unit

I am not satisfied with the assessment plan I used for the last unit of study. I gave the students a diagnostic test at the beginning of the unit, two quizzes during the unit, and a final test from the teacher's guide. I feel, though, that I need additional information on what students really know and understand, their misconceptions, what they learned during instruction, and their progress toward achieving the learning goals. I am looking for ways to improve my assessment plan, so I can have a more complete understanding of how well these students learned the subject matter.

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3. Assessment Plan

	Day 1	Day 6	Day 11	Day 15
Goals Assessed	Recognize the significance of Greek Philosopher's belief in reason and natural law	Identify the major ideas of Locke, Rousseau, Boliver, and Jefferson	Identify the principles of the Magna Carta, the English Bill of Rights, the American Declaration of Independence, the French Declaration of the Rights of Man and the Citizen, and the U.S. Bill of Rights	Identify the major ideas of Locke, Rousseau, Boliver, and Jefferson
Type	Formal, diagnostic test from curriculum guide; multiple choice; formative	Formal quiz from the textbook; multiple choice; formative	Formal quiz from the textbook; multiple choice; formative	Formal, final chapter/unit exam from textbook; multiple choice and fill in the blank; summative
Purpose	Assess previous knowledge and skills	Assess acquired concepts and skills	Assess acquired skills and concepts	Assess acquired knowledge and skills from instructional unit
Implementation	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key	Individual assessment; paper and pencil; teacher corrects with an answer key
Feedback Strategies	Tell students of scores and inform student of correct and incorrect items	Inform students of correct and incorrect items	Inform students of correct and incorrect items	Inform students of correct and incorrect items
Informing Instruction	To determine what needs to be reviewed and where to begin teaching	To determine who has learned the material presented	To determine who has learned the material presented	To determine the achievement level of each student towards the goals

B. Questions for Case Study 2

1. Identifying strengths and weaknesses

1.a.	Identify one strength in the assessment plan and explain why it is a strength in relation to the learning goals of this unit.	
1.b.	Identify one weakness in the assessment plan and explain why it is a weakness in relation to the learning goals of this unit.	

2. Suppose you found the following additional assessment in a supplementary resource. Think about how the additional assessment could improve the teacher's assessment plan.

– Additional Assessment –

1. Compare and contrast the major ideas of Locke, Rousseau, Bolivar, and Jefferson and the philosophy of natural rights and natural law on which the democratic revolutions were based.
2. Analyze the effect of the major ideas of the above philosophers on the democratic revolutions of England, the United States, France, and Latin America.

Explain to the teacher how it might be used to improve the plan by answering the following questions:

2.a.	When in the plan would you use this assessment?	
2. b.	What goals would be assessed by this assessment?	
2.c.	What type of assessment would it be?	
2.d.	What would be the purpose of the assessment?	
2.e.	How would you implement the assessment?	
2.f.	What feedback strategies would you use?	
2.g.	How would the results of the assessment inform instruction?	

3. Explain how using the additional assessment as you described in question 2 improves the teacher's assessment plan and what specific information about what the students really know and understand about the content area, their misconceptions, and their progress toward achieving the learning goals would be gained.

— END OF CASE STUDY 2 —

Case Study 3: Adaptation of Subject specific Pedagogy for English Learners

A. Contextual Information for Case Study 3

1. Elements of a Learning Experience for 2 Days in a Unit

Grade:	High School
Content Area:	History-Social Science
Subject Matter:	World History, Culture, and Geography
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

- World History, Culture, and Geography: The Modern World
- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States

Learning Goals for Whole Unit

Students will be able to do the following:

- Understand the major changes that mechanization of production wrought in England’s economy, politics, society, culture, and physical environment
- Examine critical responses such as the development of labor unions, the emergence of socialist thought, the Romantic impulse in art and literature, and the social criticism of Charles Dickens
- Be aware of successful social reforms such as the abolition of slavery

Relationship to Preceding and Subsequent Learning Experiences

The Industrial Revolution will be covered in a manner similar to other historical events. Events are studied in chronological order. Some of the skills, such as research, have been covered earlier in the year.

2. Outline of Plans for Days 1 and 2

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the two days.

Instructional Strategies

On Day 1, lead a discussion about the term “Romanticism” – characteristics, examples, and influence on art and literature. Write student ideas on the board. Have students independently read the poem, “The New Jerusalem,” by William Blake. Then present the following questions: “What characteristics about this poem would help to classify it as Romantic, and, based on the poem, what do you think are the poet’s thoughts and feelings about the Industrial Revolution?” Have student write three or four paragraphs to explain their answer to classmates.

On Day 2, allow students to complete written response. Have students practice with a partner orally summarizing their written work. Then have them individually share their oral summaries with the whole class and receive feedback.

Student Activities

- Participate in discussion about “Romanticism.” Read the poem, “The New Jerusalem,” by Blake. Listen to and carefully consider the questions. Write three or four paragraphs to address the questions.
- Complete the written response. Practice with a partner to orally summarize their written work. Present oral summary to whole class. Provide feedback to other students.

Progress Monitoring

- Teacher will use class discussions, responses to questions and scenarios, group mock interviews, and research reports to determine level of learning.
- Students will receive written and oral comments from the teacher and oral feedback from peers.

3. Student Description

Elena is a 15 year-old 10th grader and an English learner. She is from Mexico and both of her parents are professionals. Her extended family includes aunts, uncles, and cousins. Her grandparents live in Mexico and she and her family visit them in the summer. She has been in the United States for one and a half years. She is literate in Spanish and often reads Spanish literature. Her report cards from her school in Mexico indicate above average grades. Elena is somewhat shy socially but is well liked and works well in small groups. She is seldom absent from school. The CELDT results indicate overall score in the Early Intermediate range, and she has been identified as an English learner.

Written Response to: “What is your favorite family day?”

A Special Family Celebration

A special family time is when my family celebrate the anniversary of my grandmother and grandfather. They are my abuelita and abuelito. Why is it especial? I like this because all my family come to my grandparent house for make especial food of my country. The fiesta is very especial. My grandparent have marry 45 year. They live in Mexico my tia, tio and primos all go to Mexico for all family celebrate together. We like have all family together. My primos and me see friends in our city . We give grandparent big picture of all family. Grandparent like fiesta and gift. They are much happy.

Transcript of Oral Response to: “Tell me about your dance class.”

I like my dance class at community center. I need class for forget my problems. Is like help. I forgot my problems. When I dance, I like my dress because everybody look me and say, “Oh, that look pretty.” Everybody take my picture. I was in newspaper. When I dancing, I feel very good. I like that because I represent my country.

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B. Questions for Case Study 3

1.	Identify two specific learning needs the student has as an English learner, based on the student description and the responses.	
2.a.	Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student.	
2.b.	Explain why the strategy or activity you chose could be challenging to the student. Use your knowledge of English learners and your analysis of the student's learning needs in your explanation.	
3.a.	Describe how you would adapt the strategy or activity you identified above to meet the learning needs of the student. Consider specific subject matter pedagogy when writing your description.	
3.b.	Explain how your adaptation would be effective for the student in making progress toward the learning goals of the lesson. (In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)	
3.c.	Explain how your adaptation would be effective for the student in making progress toward English language development. (In your explanation of the adaptation, refer to specific aspects of the student description and to the samples of proficiency in English.)	
4.a.	Which progress monitoring assessment from the outline of plans would you choose to monitor this student's progress toward achieving the learning goal(s)?	

4.b.	Give a rationale for your choice of progress monitoring assessment. Use your knowledge of content in this unit, and this student's English language abilities in your rationale.	
5.	Based on what you learned about this student's English proficiency, what would be your next steps in planning to facilitate her English language development? Consider specific information from the student description and her written and oral language samples when responding.	

— END OF CASE STUDY 3 —

Case Study 4: Adaptation of Subject-Specific Pedagogy for Students with Special Needs

A. Contextual Information for Case Study 4

1. Elements of a Learning Experience for 3 Days in a Unit

Grade:	High School
Content Area:	History-Social Science
Subject Matter:	World History, Culture and Geography
Time Period for Whole Unit:	3 weeks

State-adopted Academic Content Standards for Students

- World History, Culture, and Geography: The Modern World
- 10.8 Students analyze the causes and consequences of the Second World War.
 - 10.9 Students analyze the international developments in the post-World War II world.

Learning Goals for Whole Unit

- Students will be able to do the following:
- Distinguish valid arguments from fallacious arguments in historical interpretations.
 - Evaluate major debates among historians concerning alternative interpretations
 - Construct and test hypotheses about U.S. entry into the war by collecting, evaluating and employing information from multiple primary and secondary sources; and apply it in oral and written presentations.

Relationship to Preceding and Subsequent Learning Experiences

World War II will be covered in a manner similar to other historical events. Events are studied in chronological order. Some of the skills, such as research, have been covered earlier in the school year.

2. Outline of Plans for Days 3, 4, and 5

The following outline addresses some of the academic content standards and unit goals, but it is not expected that the students will achieve them during the three days.

Instructional Strategies

Read textbook passages about political leaders, their actions, and debates about their actions (vary between independent silent and oral reading to whole class). Lead whole-class discussion about the concepts in the passages. Have students respond in writing to the questions in the textbook. Reading of textbook and discussion will take most of Day 3.

Do a mock interview at the end of Day 3 using a script from the activity workbook. The interview is with a political leader that challenges the leader's actions and decisions as example for students. Lead class analysis of interview and discussion.

On Day 4, students work in small groups to create their own interviews with other political leaders. They present to class and receive feedback from others.

On Day 5, have students read in their textbook letters written by an American soldier in Europe and by a woman in US who went to work in a factory. Each author gives his or her interpretation of the war and how it changed his or her life. Discuss the letters with a partner. Have individual students select a role from the list of societal roles during the war and write their own letters. Have students "send" letter to a classmate for review.

Student Activities

- In class, read textbook, take notes, analyze debates, and participate in class discussion about concepts presented. For homework, complete written responses to questions in textbook.
- Listen to mock interview, take notes, and participate in class analysis and discussion. Work in a group to create own interview that challenges some of a selected leader's actions. Perform interview for whole class. Provide feedback to other groups. Do in class.
- Read letters in class. For homework, based on the role they chose, write a letter describing how the war has affected their life. In class, read a letter written by another classmate and analyze for historical understanding and accuracy.

Progress Monitoring

- The teacher will use class discussions, responses to questions, group mock interviews, and letters to monitor student progress.
- Students will receive written and oral comments from the teacher and other students.

3. Student Description

Alex is a 15-year-old boy in the 10th grade. He had difficulty with the development of his early literacy skills, including the acquisition of sound/symbol relationships and word identification, demonstrated in both his reading and writing. In the second grade, Alex was identified as a student with specific learning disabilities. Since then, Alex has received special education support primarily in a resource room for language arts, while he is included in the general education curriculum. He is able to independently read text at a 7th grade level and continues to struggle with decoding words. Alex also has asthma for which he takes daily medication and occasionally needs to use an inhaler. He is a self-isolating person who does not readily join into whole-class conversations or contribute to group learning situations. His tendency is to sit alone at lunch and to be by himself during transitional time. There is no in-class support for this student.

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B. Questions for Case Study 4

1.a.	Identify one instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the description of the student's learning disability.	
1.b.	Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.	
1.c.	Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
1.d.	Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.	
2.a.	Identify one additional instructional strategy or student activity from the outline of plans that could be challenging for the student, considering the student's other learning needs.	
2.b.	Explain why the strategy or activity you chose could be challenging for the student, based on specific aspects of the student description.	
2.c.	Describe how you would adapt the strategy or activity you identified to meet the needs of the student.	
2.d.	Explain how your adaptation would be effective for the student in making progress toward achieving the learning goal(s) of this unit.	
3.a.	What progress monitoring assessment would you choose to obtain evidence of the student's progress toward a learning goal(s)?	